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| **COVERING BOTH CLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  CC.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  CC.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  A.CED.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* |
| **COVERING BOTH CLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **CLE’s but not CCSS**  CC.7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* |
| **CCSS but not CLE’s** |